NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

21st CCLC Peer Review Training
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WELCOME AND THANK YOU

TRAINING OVERVIEW

❑ The training will address:

➢ Purpose of Peer Review Process

➢ Reviewer Expectations

➢ Scoring Applications

➢ Competitive Priorities

➢ Application Instructions

➢ Allowable Attachments

➢ Application Components

TRAINING OVERVIEW CONT

- ➢ Scoring Rubric
- ➢ Scoring Comments
- ➢ Reviewer Comments
  - ▪ Detailed Comments Expected
  - ▪ Sample Comments
  - ▪ Helpful Sentence Starters
- ➢ In Conclusion
- ➢ Questions
- ➢ Contact Information

PURPOSE OF PEER REVIEW PROCESS

- ❑ Review and score all 21st CCLC applications
- ❑ Obtain professional judgments on each application
- ❑ Identify experienced evaluators
- ❑ Find evaluators who can accurately evaluate applications
- ❑ Find evaluators who are un-biased

REVIEWER EXPECTATIONS

- ❑ Read all assigned applications
- ❑ Follow instructions
- ❑ Review only information contained in the application
- ❑ Provide constructive comments
- ❑ Score each criterion
- ❑ Justify strength and weakness comments
- ❑ Treat all applications equitably
- ❑ Score to reflect the reviewer's judgment

SCORING APPLICATIONS

- ❑ Comments must reflect the numerical score given
- ❑ Double check the scores awarded
- ❑ Comments should give both praise and critique the criteria
- ❑ Comments need to identify the quality of the criteria (Good, Poor, Missing, Excellent)
- ❑ You need to extract information from the evidence and text
- ❑ Enter the appropriate numerical score within the point range

COMPETITIVE PRIORITIES

❑ The 21st CCLC Program Administrator will award the competitive priorities.

APPLICATION INSTRUCTIONS

- ❑ Includes a cover page
- ❑ Includes program abstract (pgs 1-4 of SFN 53515)
- ❑ Table of Contents
- ❑ Program Narrative
  - ➢ This is where you will find the six scoring criteria
- ❑ Budget and Budget Narrative
- ❑ Assurances
- ❑ Consortium Documents (if applicable)
- ❑ Attachments

ALLOWABLE ATTACHMENTS

❑ Due to the amount of information required, the NDDPI has allowed applicants to include additional attachments

❑ Attachment Rules

➢ Program narrative needs to summarize the evidence attachments

➢ It is not the reviewer's responsibility to decipher the attachments

APPLICATION COMPONENTS

- Need for Project

- Quality of Project Design

- Adequacy of Resources

- Quality of Management Plan

- Quality of Project Evaluation

- Quality of Partnerships

NEED FOR PROJECT

❑ The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure:

➢ Need for the program meets the needs of the target population.

➢ Services to be provided are linked to scientifically based research and will help participants meet content and academic achievement standards.

➢ Services provided will help students and families mitigate risk factors and achieve state academic standards.

QUALITY OF PROJECT DESIGN

❑ The extent to which the application describes the design of the project

  ➢ Includes goals, objectives, and outcomes of program.

  ➢ Description of required inputs and outputs.

  ➢ Students and families were involved in developing the application and anticipate to participate in the project.

  ➢ Sustainability plan. *This should be a document that describes how your 21st CCLC program would continue without federal funding.

  ➢ Program must operate a minimum of 7 hours a week and 65% of the time must be focused on reading, mathematics, science and technology.

  ➢ Description of how outcomes will be measured.

  ➢ Description of end outcomes to be achieved by the project.

ADEQUACY OF RESOURCES

❑ The extent to which the application describes the ability of the applicant to provide the required resources to host a safe and successful program.

❑ The ability to show reasonableness of costs associated with hosting the program and students to be served. Adequacy of resources will be measured by the following:

ADEQUACY OF RESOURCES CONTINUED

- ❑ Facilities meet safety regulations (whether the facilities, equipment and transportation meet required state health, safety and fire code standard and must have a detailed background check of individuals working in the program).

- ❑ The reasonableness of the proposed budget. "Use per pupil amount of $1,159.00 as a guide".

- ❑ If using alternate sites, address how the program will be accessible to students.

- ❑ If applicable, fee assurance and process (must meet all components).

QUALITY OF MANAGEMENT PLAN

❑ The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Quality of the management plan will be measured by the following:

QUALITY OF MANAGEMENT PLAN CONTINUED

- ❑ Components of a quality management plan. *If application is for a consortium or large school district, the narrative must include the amounts allocated to each site.
- ❑ Timeline of goals and objectives.
- ❑ Stakeholders are included in the development of the management plan (parents, administrators, teachers and staff).
- ❑ Support of school administrators.
- ❑ Plan for training (includes funding).
- ❑ Includes a policy on protection of student and family privacy rights.
- ❑ Applications contain a plan for collaboration between schools for students served and afterschool program.

QUALITY OF PROJECT EVALUATION

❑ The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible, as well as evaluating the principles of effectiveness:

QUALITY OF PROJECT EVALUATION CONTINUED

- ❑ Grantee performs annual evaluations.

- ❑ Program monitors adherence to meeting Principles of Effectiveness (POE).

- ❑ Use of results to refine, improve and strengthen program.

- ❑ Applicant has a plan for explaining data.

QUALITY OF PARTNERSHIPS

❑ Under this component, project applicants will be required to demonstrate that they have established collaborations with various community organizations as appropriate:

➤ Includes a list of partners.

➤ Includes services provided by partners.

➤ Includes verification of partner involvement.

SCORING RUBRIC

- ❑ Review scoring rubric
- ❑ Important rubric reminders:
  - ➢ Note rubric sections that are "all" or "none".
  - ➢ Note sections that require multiple data sources.
  - ➢ Make sure plans include all components when required
  - ➢ Use the per pupil amount as your guide in the budget section
    - ▪ It was recommended that applicants use this number to assist in preparing budgets. Following this per pupil recommendation will help ensure that applications score well in this area.
    - ▪ Peer reviewers need to determine whether the request is reasonable by taking the number of students to be served times the per pupil amount. If the amount requested is significantly higher, then the score needs to reflect that the budget is not reasonable.

REVIEWER COMMENTS

❑ When should comments be provided?

➤ If possible, reviewers should provide comments on each question

➤ If the score is extremely high

➤ If the score is extremely low

➤ If the score given is not the top score in the range

REVIEWER COMMENTS CONTINUED

❑ Characteristics of high quality comments:

➢ Comments are objective.

➢ Keep in mind they may read what you say

➢ Statements specify exactly which elements of a given criterion the applicant met or did not meet.

➢ The difference is clear between comments based on fact and those based on professional judgment.

➢ Comments are analytical rather than descriptive.

➢ Comments are written in complete sentences and are grammatically correct.

➢ Comments are limited to information provided in the application and do not imply information is missing, unless the reviewer can specifically reference <u>required</u> information that is not included.

➢ Comments are courteous, professional, and clearly understandable.

REVIEWER COMMENTS CONTINUED

❑ Characteristics of low quality comments:
  ➢ The comments provide too little documentation (such as writing only "yes or good").
  ➢ The comments repeat the selection criterion rather than provide an analytical assessment.
  ➢ The comments are not clearly related to the selection criteria.
  ➢ The narrative comments are inconsistent with assigned scores or recommendations.
  ➢ The comments are inaccurate based on the information provided in the application.
  ➢ The comments are misspelled or have grammatical errors.
  ➢ Statements contain judgments that are outside the scope of responsibility of the reviewer.

SAMPLE COMMENTS

❑ Need for Services:

➢ The applicant provides disaggregated test data which supports a need for the program based on student achievement data.

➢ Cites a local study of community needs but does not provide documentation of the study i.e. publication date, title.

➢ The applicant involved representatives from groups as part of a planning committee.

SAMPLE COMMENTS CONTINUED

❑ Quality of Project Design:

➢ (Number) activities have been established by the applicant which serve as the design for implementing the program.

➢ Each activity is specific and aligned to the needs of the target population.

➢ Specific examples of family services are included.

➢ The objectives outlined by the applicant are directly linked to the needs of the target population.

➢ Specific strategies and activities are presented for each program objective.

SAMPLE COMMENTS CONTINUED

❑ Adequacy of Resources:

➢ The applicant proposes to serve 1,162 with 12 teachers allowing for a pupil/teacher ratio of 96 students per teacher.

➢ The applicant does not include information regarding support provided from partners.

➢ Transportation will be provided for all activities by the applicant. A timeline has been established that denotes when, what and staff responsibility.

➢ Participation among students may be hindered by a lack of transportation as students are expected to provide their own for all elements of the program.

SAMPLE COMMENTS CONTINUED

❑ Quality of Management Plan:

➢ Information regarding the connectivity between the regular instructional day and the after school program is not discussed. The applicant does not discuss how parents will be served within the structure of the program (GED, literacy).

➢ A detailed timeline is included. The applicant plans to provide transportation for participants. Duties and responsibilities of key staff are discussed.

➢ The applicant outlines a management structure that includes financial accounting and ongoing oversight from a central committee of original stakeholders. Contributions of each partner are discussed.

➢ Plans have been made to keep the community informed of the program and its success.

➢ All associated costs are reasonable and aligned to the goals and objectives of the program.

SAMPLE COMMENTS CONTINUED

❑ Quality of Project Evaluation Plan:

- ➤ The evaluation section includes the required elements contained in the RFP application and clearly demonstrates the applicant's ability and willingness to meet the evaluation plan criteria.

- ➤ The evaluation plan is comprehensive, but should address outcomes for all targeted students, not "65% of targeted at-risk participants".

SAMPLE COMMENTS CONTINUED

- ❑ Overall Comments:
  - ➤ A very ambitious plan has been outlined by the applicant to provide programming to a target population that has a need for additional support and intervention.
  - ➤ The applicant is encouraged to focus on their partnerships relative to providing support to the program.
  - ➤ Additionally, attention should be given to the sustainability of the program after the funding has ended.
  - ➤ The demographic data included in the application provides support for the project.
  - ➤ The applicant may wish to review several key factors in implementing this program (e.g, program design, transportation, instructional strategies) relative to the regular school day and transportation for participants.
  - ➤ The community has many poor families existing below the poverty level.
  - ➤ An extremely high need for services has been demonstrated in the application.

HELPFUL SENTENCE STARTERS

- The applicant *describes* a clear program design that addresses the identified priorities in an effective way as evidenced by...

- The applicant *does not describe* a clear program design that addresses the identified priorities in an effective way as evidenced by...

- Though the applicant provided a general timeline of the program's major goals and activities, it was not clear how the proposed program would implement training and technical assistance activities or provide student leadership opportunities because...

- The proposed three-year plan strategy is *feasible/not feasible* because....

- The proposed plan for how the applicant will engage more students in service is *adequate/inadequate* because...

- The impact the proposed program will have on students is *strong/weak* because...

- The identified community needs are *included/missing*...and have been *substantiated/not substantiated* by community members, official reports, and/or statistics in an *adequate/inadequate* way as evidenced by...

- The proposed strategy and associated activities *address/do not address* the identified community need because...

- The absence of information on... makes it difficult to assess the impact of the program in ...

- The applicant *will/will not strengthen* partnerships with community organizations to increase or improve community-problem solving as evidenced by...

- The applicant explains how the program will increase the capacity of higher education institutions to provide service to local communities in a thorough and convincing way because...

- The program design elements are *aligned/not aligned* because...

- The program (refer to specific area of design in application) *is/is not* likely to be successful because...

IN CONCLUSION

- Upon completion of reviewing all applications, please:
    - Destroy any printed applications
    - Review all work to ensure completeness
    - Return to the NDDPI Procurement Office in self addressed envelope:
        - 1completed scoring rubric
        - Completed non employee expense claim
    - These materials must be returned by August 10, 2015 to:

        The Department of Public Instruction Procurement Officer

        600 E Boulevard Ave., Dept. 201 (9th Floor)

        Bismarck, ND 58505-0440
    - Once this information is received by the NDDPI
        - Process payment
        - Link to an evaluation of the process will be sent

QUESTIONS

CONTACT INFORMATION

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